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ABSTRACT

Developed as background material for the 1978 Ohio White House Conference on Library and Information Services, this document provides information in six areas of concern for Ohio libraries: (1) library and information services--library users, library collections, special user needs; (2) public awareness--definition, current status, suggestions for improvement; (3) library and information technology--methods of information storage/retrieval/dissemination, data banks, costs; (4) networking--United States, Ohio (13) networks described; (5) library facilities--physical library growth from days of Andrew Carnegie to present; and (6) governing policies and financing of Ohio libraries--Ohio library statistics for 1974-1977. (JD)

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OHIO WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES Speak Out

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CONFERENCE BACKGROUND INFORMATION

September 1978

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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Chapter I

Library and Information Services

The library services available to the citizens of Ohio are affected by a variety of factors. Materials locally available, the ability of the library to tap resources beyond its own walls, staff, special programs, the understanding of community needs and, of course, funding, all make a difference in the kind of service received.

Ohioans of every age require the information and materials supplied by libraries for their studies or jobs, and for the decisions of daily life. Many also turn to their libraries for pleasure, entertainment or constructive use of leisure time.

Users (and potential users) of Ohio libraries also include different groups who expect and need different services. Among them:

- 2 million students in elementary and secondary schools
- 355,000 students in colleges, universities, and technical schools
- 22,000 residents of state-supported institutions, such as correctional or health agencies
- 1 million disadvantaged persons whose income is below the poverty level
- 2.6 million rural residents in the 53 counties which have severely limited library resources
- 1.4 million persons with limited English-speaking ability

- disabled persons
- older persons, the homebound
- infrequent or new users who require orientation to libraries

The state's libraries form a vast library network to serve the people of Ohio. Included in this network are 250 public libraries and their branches, bookmobiles, library media centers in public and parochial schools, college and university libraries, business and research libraries and libraries in state-supported institutions.

Libraries basically operate as information centers; skilled library staff members supply answers to thousands of questions every day. The information that libraries provide ranges from materials for a state agency on the establishment of a personnel classification scheme to guidelines for freezing vegetables for a housewife. The information and reference help grows in number and complexity every year.

The collections in the state's libraries are not limited to books and magazines. Television has produced a far less print-oriented generation, and non-print materials are as important in educational and informational activities as in recreational. Audiovisual materials are available, including 8 and 16 mm films, filmstrips, records, microforms, audio tapes, video tapes, and cassettes.

Books are important tools in the school media centers, but effective non-book materials are joining them in increasing numbers. Anything that will help the learning process might be found in a school library. Special teaching aids are utilized - for the slow and the quick learner, and for those with hearing, sight, speech or other problems. The school boy seen

carrying home a giant model of an ear to share with his family is not unusual. "Anything that can be carried may be borrowed" is often the rule in the state's library media centers.

University libraries are essential parts of Ohio's famed institutions of learning. As a leader in education and science, Ohio ranks high in its number of accredited colleges and universities, and the libraries on each campus are integral parts of these educational systems. Ohio's 120 college and university libraries presently contain more than 20 million volumes.

Approximately 150 special libraries in the state serve specific groups such as the rubber, steel, paper or aluminum industries, the medical and law professions or the state's scientific and research interests. Many professional scientists, engineers, lawyers, doctors, market researchers, business leaders and others depend on these special libraries to obtain and organize needed information for them or to let them know what is important and new in their field. Almost like members of one vast research team, the special libraries share information and materials through an interlibrary loan network which includes Ohio's university and urban libraries.

Community information centers provide information needed to cope with the problems of daily life - how to find a doctor in a new city, where to seek counseling in a family crisis.

The State Library of Ohio, with its collection of more than one million books, serves all the people of Ohio in two ways: as a reference library for Ohio government and as a statewide library's library.

What kinds of resources must be provided to meet the needs of Ohio's residents?

The varying needs for library services are equally great among Ohio's rural residents and among those who live in metropolitan areas. Access is a problem for both the urban and rural user, who must know what information is available, how to get that information, and how to be sure that the information is accurate and complete.

Today's libraries must constantly adapt to users' needs and interests. For public libraries, this means keeping a finger on the pulse of the community. Anything which is part of the fabric of community life must find the library staff ready to supply the necessary thread of color or strength.

People with disabilities which keep them from reading ordinary print need special materials, such as talking or large print books; chronically ill persons may need home delivery. In Ohio, the talking book service for blind and handicapped persons is now computerized, so that a user's reading interests are programmed into a computer at either the Cleveland or Cincinnati public library. A major breakthrough is the computer-based Kurzweil reading machine, which optically scans printed pages and reads to its operator. This means that a blind person will have access to any printed material.

Persons who are homebound, in hospitals, or in nursing homes need special access to library materials. "The homebound person isn't walking into a building and bringing his questions to be answered face-to-face," observes Jane McGregor, past president of the Ohio Library Association and Childrens' Service Specialist for the Ohio Valley Area Libraries. "He or she is not able to come in and browse. Therefore librarians must be familiar with his or her interests and reading abilities so that materials can be selected for home delivery."

Other persons who cannot use "conventional" library services are the institutionalized and those in prisons. These readers also must have access. One state-supported mental institution library, for example, supplied community information to fit the needs of the person returning to the outside world. In another, a young man discovered that his home county had job offerings he knew nothing about until he browsed through the Ohio Economic Atlas in the institution's library.

As students, Ohio's young people, from elementary school through college, are among the most avid library customers. All public libraries serve students and teachers, as a matter of course, but each year more of the state's public and parochial schools are developing their own library media centers, right where the pupils are. These reading, information and fact-finding centers for students and teachers reinforce and enrich the teaching curriculum. Some remain open during summer vacation months.

Children and young people, too, are attracted to libraries for special programs. Story hours, films, puppet shows, plays and TV-viewing are popular with children. Nothing better can happen to a child than to receive, at the right moment, the food for his eagerness and curiosity which will link reading with life-time learning. And for the teenagers there are swinging music sessions, forums which explore the values and problems of the 70's and college guidance nights. The spirit behind all the activities is service - the same friendly service shown by shopkeepers who imaginatively anticipate the needs of their customers.

Service must also be provided to those for whom English is a second language - the Spanish speaking in large industrial centers such as Lorain, ethnic groups in Cleveland, the migrant workers who help harvest

Ohio's crops. Programs must also be planned to assist the functionally illiterate. "Libraries must reach out and serve groups with evident needs as they surface" says Ms. McGregor.

But even with a multitude of services to a vast range of individuals and groups, Ohio's libraries reach only a part of the state's total population. In some libraries staff members are developing programs to reach out to those who do not have the ability (and often not even the wish) to benefit from books and other sources of information. Ways of reaching new readers and penetrating new neighborhoods must be found in Ohio.

Two major factors affecting library service are networking and technology, both of which are discussed in a later chapter. While many information needs of library users can probably be met from local collections, there are times when resources must be supplemented by borrowing from other libraries. Other new or improved services made possible by technology such as access to computerized data bases or shared cataloging may be initiated through cooperation. Network formed to share materials, information and services through transportation or communication links can utilize the total library resources of the state.

How can Ohioans take advantage of the services available? How can they be made aware of the existing service programs? What services should the citizens of Ohio expect from their libraries and how can they be provided most effectively in terms of cost and recipient satisfaction?

Millions of man hours of thinking, research and information are captured in the books, magazines, records and films organized and available in Ohio's vast library network. Every Ohio citizen has a right to receive full value from this resource.

Chapter II

Public Awareness

"We sometimes haven't had the materials that some people need, and we've often not let the people know that we do have what they need," says Ms. Jane McGregor, Children's Services Specialist, Ohio Valley Area Libraries. "Either way, it's a matter of public relations -- letting them know what we have, and finding out what they need."

In each of the Ohio White House Conference preconference meetings, citizens pointed out that they don't know what materials and services libraries can provide. The consensus in each of the 20 regional meetings was that libraries need more visibility. In 1974, the 650 participants in the Governor's Conference on Library and Information Services (in looking at ways to improve Ohio library services) named as a top priority effective public relations programs.

All libraries have public relations whether they like it or not - whether it's good or bad, high-powered or low-key. Unfortunately, for the small public library it is often low profile and seldom pushed beyond the cloistered walls of the library itself.

Librarians by nature are not salespersons, but selling is one of their most important jobs. They have to sell the library just as a merchant sells shoes or a car dealer sells cars. Selling should be viewed as an *opportunity* to help consumers make a rational decision about the product. People need to know that the library exists for their benefit. It has something for *them*. If they aren't using it the way they should, it's probably because they don't know enough about the library or its services.

Only 25 percent of the American people use public libraries, according to the Gallup poll and other surveys. However, very little is known about the use of other types of libraries.

It is a mistake to expect the general public to see the library as a librarian sees it. Yet how often does the potential user find the librarians stuck behind a desk with the necessary library chores, just waiting for the public to recognize their library's worth!

Ms. McGregor says this another way, "The desk between librarian and user may seem to be a wall -- a barrier between two human beings -- that is enough to put most anybody off, especially if the librarian comes off as being even the least bit stern. The card catalog may scare the dickens out of people."

Visibility is the name of the game. How do people see the library? What can be done to help them see it positively? What are merchants doing to increase their visibility? Maybe libraries could borrow some ideas from them.

A key to good public relations is seeing things from the user's point of view. If a couple of strangers walked into the libraries in your area of the state right now, what would they think? Would they be greeted cordially? Are the libraries comfortable and inviting? What could be changed to make the strangers feel more welcome?

Dr. James A. Houck, Professor of English at Youngstown State University and chairman of the Youngstown Public Library's successful library levy campaign says "If people don't feel welcome, they won't come back."

What about the non-user, that unknown three-fourths of America's people who don't use libraries? Some users are "turned off"; some persons simply don't know that libraries are there to serve them; and some, like the Cleveland inner-city youth, say "Ain't nothin' in there for me. Ain't nothin' in that place but books." It takes eagerness - and a well-planned PR program - to get out into the community and sell the library.

Current Status

Most of the public libraries in Ohio's major cities and a growing number of smaller cities and suburban communities have public relations or public information departments operated by staff specialists. School media centers usually operate with small staffs supplemented by the help of volunteers. Many incorporate their PR material into the overall program for the school district.

A number of Ohio's academic libraries use the college or university's public information officers. Case Western Reserve University is among the few academic libraries in the country with a public relations specialist. Orientation programs, such as tours, printed guides, and group sessions are a PR function of most academic libraries.

PR Defined

What is public relations? What comes to mind? Posters, brochures, bookmarks, annual reports? Public service announcements (PSA) and TV commercials? A smile and a handshake?

Opinions vary, but one of the country's leaders in the field, J. Carroll Bateman, defines it this way: "Public relations is the planned effort of an organization to integrate itself into the society in which it exists." The two key words in this definition are "planned" and "integrate." A *planned* function must be based on facts, aim to achieve

specific objectives, and include evaluation of the results. To *integrate* itself into a community an agency must offer services that are wanted, and respond to changing interests and community messages about these services.

This definition incorporates the understanding that public relations is the function of fact finding, policy setting and communication which help management identify and conform to the values of individuals. It is not advertising, promotion or publicity, although all of these are tools of public relations.

If public relations is used as a tool of management, if there is management involvement, if it is part of policy-making, then it will be substantial and help the library reach its goals. Many libraries take humiliating defeats because there has been no organized public relations with written objectives and plans. Public relations will be tacky if public relations is tacked on. Indeed, those administrators who believe it is shallow will have created a self-fulfilling situation.

Competition for limited tax funds in inflationary times has increased the importance both of the policy-making and communication aspects of public relations.

Associations and library leaders suggest that at least 10 percent of a library's budget be allocated for public relations. But it is infrequent that one finds an item for "public relations," "community relations," or even "public information" in any library budget. Most often, if monies have been set aside at all, they're combined with printing, postage and other miscellaneous items.

Some Suggestions

What can be done to assist libraries in creating a new image? Here are some specifics:

1. Broaden your own concept of public relations - and sell library administrators in your area on this broader role.

   Some people get a knee-jerk, negative reaction to the term "public relations." If you find that reaction widespread, give it another name.

2. Plan. Set goals and objectives; develop strategies and tactics. Put them in writing.

   A full-scale conference with the local news media may be a first order of business. "Get whatever you can free," advises Dr. Houck. "This includes media time." The Federal Communications Commission requires that a certain amount of public service announcement time be programmed during each broadcast day. Good library-press relations will aid the quest for PSA time: not only are 30 and 60 second announcements possible but so are guest spots on local talk shows, half-hour "public service" programs, and even book talks on radio or TV. More librarians should assign a staff member to write news releases.

3. Use group discussions to change attitudes in the community.

   "Get people into the library on a non-threatening basis," suggests Dr. Houck. He speaks glowingly of a recent gathering, made successful by the Friends of the Library group for the Public

Library of Youngstown and Mahoning County. The organization treated the audience to a jazz band, a gymnastics team, a magician, and refreshments. Youngstown librarians helped the children and adults use the card catalog and demonstrated the technology that provides so much to library users. "Lots of people came who hadn't been in the library for years and years, because we got such good coverage from the local television news," says Dr. Houck. "You'd hear people saying 'I didn't know this was here,' and 'I didn't know how this worked.' This whole open house approach created a lot of good will."

4. Look around your community for the best voluntary professional help. Enlist it. Use it.

A Friends of the Library group can augment library activities by serving as an aggressive spokesman for the library's interest. According to the 1978 Ohio Friends of the Library Directory (published by the Ohio Library Association), 69 Friends of the Library organizations are organized in Ohio for public libraries and 11 for academic libraries.

During Youngstown's last library levy campaign Dr. Houck learned just how useful the Friends can be. Together, they managed to raise enough money to put ads in the local newspaper to help pass the levy. Since it cost approximately $1200 each time the group bought a full page in the Youngstown Vindicator, (an expenditure that cannot come out of public funds), Dr. Houck feels that an organized library support group proved invaluable to the cause.

5. Set up liaison with organizations in your community.

Many groups (for example, the Jaycees) are willing to support local libraries. Have libraries in your area approached them lately? Similarly, local firms and businesses may offer invaluable publicity and support if asked. Every time one of a library's representatives does a talk for the local Lion's Club or Ladies of the Moose, etc., the word is spread and those in attendance are apt to carry it and spread it some more.

In Youngstown, Dr. Houck's group managed to get "Friends of the Library Week" signs posted in all of the Higbee's Department Store windows, while another retail outfit did up store mannequins holding books and "support your library" signs. A local soft drink bottling company stuffed "vote yes for the library levy" flyers in their soda cartons, and a local fast-food chain joined the drive to gain support and passage of the levy.

6. Direct your informed effort to the authorities.

-- Find out what the public thinks it wants.

-- Become POLITICIZED. Learn political techniques and how to use them. See lawmakers in person.

All citizens have a tremendous personal stake in where libraries are headed. When libraries sharpen up their message (and provide the information to back it up), they will gain the public support they need.

Chapter III

Library and Information Technology

Not too long ago, there was an estimate, probably unattributable, that if the telephone service demand in the Columbus area, for instance, were to continue to grow at the rate then experienced, the entire population of Columbus would soon be required as telephone operators to handle the traffic. Of course it did not happen that way: the dial telephone and electric relay switching, and then touchtone and electronic switching systems have made possible calls within, into, and from Columbus without everyone in Columbus working for the telephone company.

This story illustrates well the nature of the forces that trigger technology. A device that answers a need creates an impetus toward more and better of the same, and so on, until it is impossible to determine whether further development is in response to need or need is a reaction to prior development.

Libraries are not immune to this interplay of cause and effect, although they have sometimes been accused of standing sturdily against the tide of change, to find the supporting ground under them effectively washed away. Like government agencies, banks, department stores, warehouses, airlines, factories, supermarkets - almost any enterprise or operation that must cope with a great number of items, data, or persons which are in constant flux - libraries have been forced to adopt automation in their accounting, inventory and analysis, and retrieval systems. This has created a period of discomfort and uncertainty for library personnel, as automation seems to impersonalize the library's processes.

For many Ohio libraries, the cataloging and processing of books was the first activity for which they utilized large-scale automation. As early as 1950 Frederick G. Kilgour, then librarian of the Yale Medical Library, began to experiment in this area. By 1967 Kilgour and his colleagues were able to form the Ohio College Library Center (later renamed OCLC, Inc.) with the dual purposes of increasing the availability of library resources to users of participating libraries (initially academic institutions in Ohio) and reducing the rate of rise of per unit costs in libraries. Since its inception, more than 2000 libraries in 48 states have been linked with the OCLC system's computer facility in Columbus.

With the OCLC system the library staff catalogs materials and orders custom-printed cards. Every week over 250,000 books are cataloged into the OCLC computer system by member libraries, and about two million library cards are supplied. Libraries receive these cards mailed in pre-sorted packs ready for filing in each institution's existing catalog system. When a user at an OCLC terminal wishes to seek information about one of the four million plus books and other library materials filed in the system by member libraries and the Library of Congress, he or she types simple commands on the terminal keyboard and information is displayed on a television-like screen (or printer) in seconds.

"The biggest problem facing libraries today is economic viability," says Frederick G. Kilgour, President and Executive Director of OCLC, Inc. Libraries are highly "labor-intensive," he says, and while the productivity of human beings does not increase, their salaries do. Operating costs run about seven times capital costs in the average library, Kilgour estimates, and between 80 and 90 percent of those costs go for salaries and new acquisitions. Salaries constitute between 50 and 60 percent of

that sum. Because OCLC processes drastically reduce the number of the man hours that it takes to process the volumes that arrive at a library each week, funds can be saved - or redirected toward direct service to library users.

As books and other materials are entered into the system, a computer-stored catalog of the library's holdings is developed. When a volume is listed on an OCLC terminal screen, a code indicates all libraries that have the book. Not only could the data base substitute for the individual library's card catalog, it can also enable the user to locate books in other libraries when the book is not in his own. It becomes a fairly routine matter to borrow books in another library through interlibrary loan. Instead of weeks conceivably spent in determining which library owns a book, information on member libraries' holdings can be obtained instantly. In the near future, computers will be equipped to record and process the interlibrary loan request. Kilgour and the OCLC group are also aiming for subject access. (For instance, the system terminal would show all books on embryology at the same time if asked).

Computerized data banks for reference use already make subject indexed retrieval available. The Lockheed and System Development Corporation (SDC) systems, for example, offer information on such subjects as metallurgy, language behavior, management, accounting, and psychology. The New York Times has developed another major data bank -- an electronic version of its index to the news. Its Information Bank not only indexes and abstracts news items from the New York Times, but also from more than 60 "serious" journals and newspapers from the United States and abroad.

The simplest tie-in can be a typewriter-like printer in a briefcase with a cradle for a telephone receiver. The user plugs it into an

ordinary electric plug, calls up the data base (more and more likely through a local number), identifies himself, receives acknowledgement, and proceeds to "talk" to the computer through the typewriter keyboard. It answers through the same keyboard. He or she pays for the telephone call and the time spent consulting the computer. The conversation is printed out.

Actual costs? They vary considerably, depending on the sophistication of the equipment installed and the pricing of access time to the various bases. Such a printer-communicator can be bought for less than $1500. (They can be rented, too.) The conversation time can cost from $25 to (and usually) $60 an hour; a few charge $90 an hour; a very special data base on petroleum charges $150 per hour (members only). Time is billed in hundredths of an hour. An average search time (The State Library of Ohio's experience with the New York Time Information Bank) is a tenth of an hour, or 6 minutes. Six minutes!

Who pays to search these subject data bases? The Cuyahoga County Public Library maintains a Times Information Bank terminal at its Fairview Park regional branch, and librarians use it to answer about 68 questions a month. The system searches indexes in about 60 popular magazines and newspapers from around the country. Users at the Cuyahoga County Public Library are given 15 minutes of free terminal use, but beyond that patrons must pay $1.50 per minute. Cleveland Public Library's "Facts For a Fee" service utilizes Lockheed, SDC, and Information Bank bases and charges the user $25 per hour for professional fees, plus other costs. While charging the user can save the taxpayers' money (in publicly supported libraries), a case can be made for using public funds to fully support them. Some argue that information is needed by everyone and that need is

not necessarily related to ability to pay. Furthermore, the information used by business, students, and others benefits society in the long - or short-run.

Technology other than the computer can also benefit library users. Microforms are photoreduced images of original pages. (Microfilm and microfiche are the most common types). An entire Manhattan telephone directory can be reduced in size to a handful of 4" by 6" film pages. Microforms enable libraries to conserve considerable shelf space while cutting costs of materials sharply below that of the printed or photocopied versions. Public and academic libraries have used microfilm for years, not only for files of daily newspapers and serials (journals, for instance), but to handle circulation records.

Photocopying equipment has served both user and librarian's research needs for years. With the recent updating of the federal copyright laws, there is much concern regarding possible copyright infringement through photocopying. However such duplication devices, making it possible for user to select only particular passages of a text for personal use, will continue to assist library users in their quest for information.

Television is a prevalent and popular means of communication with great potential for disseminating information. Brigitte L. Kenney and Frank W. Norwood, authors of CATV: Visual Library Service, feel that Community Antenna Television (or "cable" as it is commonly called) "will become perhaps the most important means for interconnecting libraries, as well as for connecting users to libraries. All kinds of information can be transmitted, from a facsimile of the printed page to microfilm, from pictures to drawings, and from maps to voice-communications. The possibility of two-way communication which is

technically feasible now (witness "QUBE," Warner Communication's two-way CATV system which is in experimental use in Columbus) would allow an almost infinite number of applications."

Of course, not all areas of Ohio enjoy the benefits of cable television service, and in many instances political and financial pressures apparently keep such service out of potentially major markets. Nevertheless, the librarians who inhabit areas where cable exists could work for implementation of the suggestion offered by the Joint Council for Educational Telecommunications: that 20 percent of the electromagnetic spectrum space on CATV systems, old and new, large and small, should be made available without charge for broad educational uses, including not only television but eventually computer-assisted instruction, facsimile transmission, and the like. Since a certain amount of locally-originated cable programming is expected of CATV systems serving more than 3,500 subscribers, some libraries or systems may be able to begin the first steps towards a new era of library service, taking library programs right into the user's home.

The John McIntire Public Library in Zanesville is testing the effectiveness of videotaping library programs and then airing them on public and cable television. The project, funded in part with federal funds, uses locally produced videotapes as well as commercially produced ones. These tapes are available for viewing in the library or for circulation. The availability of low-cost videotape systems has opened new realms of possibility for instruction and information disbursement. In some libraries audiovisual equipment requests constitute one of the weightiest considerations in budget proposals. In school libraries (increasingly coming to be known as "media/resource centers"), video tapes

can provide individualized instruction for students who are in large groups, or for those who require additional assistance or instruction. Similarly, such technology can complement other forms of information dissemination. There needs to be a central point for such tapes (and viewing equipment), and the library often serves this function.

Radio as well as television can also be applied to improve library services. The State Library of Ohio's Regional Service Center in Caldwell uses radio communications to relay requests from bookmobile users to the resource center. Information answering the requests can immediately be sent back to the bookmobile by a telefacsimile unit. The telefacsimile unit converts printed images into electronic signals which can be transmitted over telephone lines to another unit where these signals are reconverted to printed copy.

Libraries and information specialists foresee new services that will be possible as technology - especially automation - forges ahead. It is difficult to overemphasize the magnitude and significance of the metamorphoses the computer has undergone in its four or so generations since World War II - in physical sizes and power requirements (smaller and less), in memory capacity (greater) in response time (fantastically fast), in communicability (it can talk English), in applicability (to everything-practically), and in cost per transaction (less and less). Private enterprise - with significant government help, to be sure - has brought the computer to the point of almost total pervasiveness in society -- even in the library.

Within the foreseeable future -- say within 10 years, or probably less, Kilgour predicts -- it will be possible to use a home television set to find out if a given book is available at a local library. Twenty

years from now, he says, it may be possible to call the local library from home and say "I want to read such-and-such a book," and within moments the library will respond with the message "Turn on your TV screen."

"I often tell people," says Kilgour, "that some other Ohioans named Wright got off the ground about 75 years ago with a new technology but they were up in the air for only 12 seconds. So the same is true for us. We're only at the beginning of this technology."

Chapter IV

Networking

Library networking -- that is, various methods which facilitate resource sharing among libraries and library systems -- provides a lifeline to connect small and independent libraries to their larger counterparts. Sharing and exchange of materials and ideas is not a new concept: counties and municipalities began creating sharing systems years ago. The technology discussed in the previous chapter as well as future technological advances enable networking to become a reality.

Networking permits the high cost of these advancements to be shared by a large number of units, as opposed to having a few libraries or systems to the sole beneficiaries. One of the basic ideas of networking, according to Richard M. Cheski, State Librarian of Ohio, is "equal access to library materials for all."

A library communications network provides a new approach to library service. Librarians will increasingly share their resources with one another rather than concentrate on developing competitive collections and services.

Bibliographic computer centers, which form a basis for networking, have two principal goals: (1) to reduce the rate of increase of library costs and (2) increase the sharing and availability of bibliographic data among users at the lowest possible cost per unit. They achieve this by storing the bibliographic records of each on-line user and making the combined file available to all users through the shared use of common computer and communications facilities.

There are three "not-for profit" bibliographic computer centers presently in operation in the United States. The first and by far the most active is OCLC, Inc. in Columbus, Ohio. (Many of OCLC's capabilities are discussed in the technology section of this paper). The second bibliographic center, BALLOTS, operates in Palo Alto, California at Stanford University. Currently there are 100 libraries in the United States utilizing this service base. The third bibliographic base is the Seattle-based Washington Library Network, which at present is utilized only by libraries in the State of Washington.

MEDLINE, a national network for computerized reference service, is affiliated with the National Library of Medicine, and allows doctors and research scientists to communicate by indexing their published scientific findings. The service links not only American physicians, but reaches out to European practioners as well.

The trend towards cooperation is evident throughout the United States. Academic, public, and special libraries are taking the initiative to form networks that will use automation to link up and interconnect their resources. Examples of regional networks include: the New England Library Automation Network (NELINET), the Midwest Regional Library Network (MIDLNET) and the Southeastern Library Network (SOLINET). State networks include OHIONET, the Illinois Bibliographic Data Base Service (ILLINET), the Indiana Cooperative Library Services Authority (INCOLSA), Minnesota Interlibrary Telecommunications Exchange (MINITEX) and the Pennsylvania Area Library Network (PALINET).

In December 1977, OHIONET which is the state network for Ohio, was organized. The membership presently includes over 100 libraries of

all types. As OHIONET continues to develop, it will consider what services would best serve the library users of Ohio.

Each of these networks determines what services they will provide and the organizational structure for delivering these services. In general, these activities can be grouped into the following categories:

1. Activities for improving internal operation of the individual member libraries such as shared cataloging, centralized processing, and automated circulation systems.
2. Activities to support the sharing of physical materials such as union catalogs, cooperative development of resources, cooperative storage and public relations.
3. Activities for the direct exchange of physical materials between network members such as interlibrary loan, photocopying services, reciprocal borrowing agreements, reference referrals, and delivery services.

In Ohio as well as in other states, intra-state regional library systems for networking activities do exist. The table on the following page lists the names and membership of these regional library systems.

These regional systems are funded by a combination of local and federal funds. (The exception is OVAL which also receives state funds). Services provided to their member libraries generally include reference and inter-library loan, lists of member libraries' holdings, processing of library materials, audio-visual services, continuing education, public relations, and in some cases, services to special groups such as the homebound. Each of the systems determines what services its member libraries need.

There are regional differences that impose disparate needs which vary among multicounty cooperatives, as for instance, between Northeastern

	Name of Regional System or Consortium	Partici-pating Counties	Public Libraries In Area	Partici-pating Public Libraries[a]	Other Partici-pating Libraries[b]
CALICO	Columbus Area Library and Information Council of Ohio	5	21	11	12
CAMLS	Cleveland Area Metropolitan Library System	3	24	10	9
COIN	Central Ohio Interlibrary Network	8	19	18	2
GCLC	Greater Cincinnati Library Consortium	1[c]	1[c]	1[c]	16[c]
INFO	INFO, Lorain and Medina Counties	2	9	9	3
MILO	Miami Valley Library Organization	7	23	21	0
MOLO	Mideastern Ohio Library Organization	6	17	13	1
NOLA	Northeastern Ohio Library Association	7	36	31	16
NORWELD	Northwestern Library District	12	41	34	9
OVAL	Ohio Valley Area Libraries	10	12	11	3
SOLO	Southeastern Ohio Library Organization	10	15	13	4
SWORL	Southwestern Ohio Rural Libraries	7	14	13	6
WORLDS	Western Ohio Regional Library Development System	8	21	14	4
	Tocal	83[d]	236[d]	199	85

[a] This includes all public libraries which participate in the program and in local cost sharing.

[b] This includes participating libraries other than public libraries regardless of the specific designation of membership (associate, contributing, full, etc.).

[c] For interstate consortia, only Ohio members are included.

[d] Harrison County is counted in MOLO and SOLO, but is counted only once in the statewide total; Lake County is counted in CAMLS and NOLA, but is counted only once in the statewide total; Lorain County is counted in CAMLS and INFO, but counted only once in the statewide total.

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Ohio Library Association (NOLA) and Cleveland Area Metropolitan Library System (CAMLS), both northeastern Ohio systems. CAMLS has a greater number of higher educational systems and colleges, plus generally large-sized library institutions, some of the larger operating budgets in the state, and greater proximity of libraries to one another. NOLA, with only one college in the area, serveral educational branches, less money, and greater distances between library facilities, poses needs that differ from that of CAMLS members.

It is generally assumed that networking benefits the small and medium-sized libraries, but is of less value to larger systems. For a larger library or system, membership means access to small, specialized collections that they might otherwise lack if not tied-in with some of these smaller institutions. One must not assume that it is the *library* that benefits, but rather that it is the *community* and the *individual* that is helped and served.

Libraries and the citizens who support them need to look at the various networks currently in operation, determine their strengths, find out what techniques are working well, and then take some of the techniques and see whether they will work well elsewhere. Similarly, it is necessary to detect and isolate problems, restructure complicating conditions, and improve where improvement is possible. Before anything can be implemented and expected to work on a statewide, regional, or national basis, people need to find out about the amount and kind of cooperation that exists now, and then determine responsibilities and directions for the future.

The National Commission on Library and Information Science has made the implementation of networking programs and shared systems a top priority. In its report to the President in 1975, *Toward a National*

Program for Library and Information Services: Goals for Action, the Commission noted the importance of library automation and the trend towards cooperative development of library networks:

> *"If our nation is to achieve the most effective use of national information resources and the largest return for funds invested in them, common goals, objectives, methods and standards are needed now for the coordinated development of information facilities. Unless a coordinated program is established on a nation-wide level, expenditures, facilities, and efforts will be unnecessarily duplicated, and interconnection will become increasingly difficult as local, state and multistate systems develop without benefit of a common purpose and a common approach."*

Chapter V

Library Facilities

"I'm at a university and I dream of a time when we can send lasers from the library into the students' rooms so that we can make available information-at-their-fingertips, on a TV screen," says Hal B. Schell, Vice Provost for University Libraries at the University of Cincinnati. "That's merely one example of innovation in library design that might be plausible. Whether it'll ever happen I cannot say; I can't even predict whether students would be comfortable with such 'future shock' technology."

No meaningful solutions can be made to the issues involving services, application of technology, and networking previously addressed in this paper without some accompanying discussion of the facilities from which libraries operate.

Public library construction in Ohio was in its heyday at the turn of the century, thanks to the Carnegie Foundation. Forty million dollars were donated by this foundation for 1,679 library buildings in America. Of this number, 105 were in Ohio. In 1967, 91 of these buildings were still being used as public libraries -- 70 in the original structures and 21 which had been remodelled.

During his early days of philanthropy, Andrew Carnegie imposed few stipulations regarding designs for the structures his monies helped to build in towns and cities across the United States. According to George S. Bobinski, author of Carnegie Libraries: Their History and Impact on American Public Library Development (American Library Association, Chicago, 1969), "All too many buildings were planned with expensive exteriors and inefficient, uneconomical interiors. There was little or no community discussion on input regarding these matters, save for deciding the location of the structure".

Most contemporary librarians find the Carnegie structures severely limiting. In many instances, the small space allotted for a "lecture room" in these buildings was eventually taken over to house growing collections of books. The increasing number of periodicals and audio-visual materials, so frequently a part of today's library collection, inevitably means congestion, no matter how wisely the space in such structures is reallocated. The Carnegie library designs have also proven to be inaccessible to the disabled person or persons in wheel-chairs.

In the ten-year period from 1964 to 1974, The State Library of Ohio administered federal Library Services and Construction Act Title II funds for the construction of public library buildings. During this period, $7.3 million federal dollars were spent in 30 Ohio counties on 58 construction projects totalling $22.7 million. Forty-five of these projects were for new buildings, 10 were for additions and 3 were for remodelling. Since 1974 most library construction has been financed with local funds, and no congressional appropriation for Title II has been enacted.

Other federal programs have also affected public library construction. Some general revenue sharing funds have been granted to libraries. Within the past year, five Ohio libraries received public works funding from the Economic Development Administration: one library was awarded a loan from the Farmers' Home Administration; and one library is being constructed in a community center with Community Development funds from the Office of Housing and Urban Development.

While similar statistics on school libraries are not available, building and staffing needs have changed within the past ten years and are being reflected in architectural plans and standards for school libraries.

Printed materials in schools were initially housed in classroom collections. As school enrollments increased and more classrooms were necessary, it became apparent that all materials should be housed centrally in one library. The technology for producing audio-visual materials also created new demands. School libraries needed more space; school librarians were retrained as library media specialists, and the name of the facilities became school library media centers. The 617 school districts throughout Ohio are at various levels in the effort to meet these new demands for serving the school population.

As the institutions which academic libraries serve have grown over the years, the buildings themselves have had to be replaced or adapted to meet changing needs. Increased enrollment, changing curricula, growing collections, and new services contributed to this movement. All 12 state-supported universities in Ohio have either built new library buildings since 1960, or are presently in the process of construction. Many of the over 50 two-year colleges in Ohio are relatively young and consequently libraries serving these institutions are often of recent vintage. However, to a large extent, private colleges have been unable to replace antiquated library buildings because of stagnant or declining enrollments and the negative effect of the economy upon endowments.

Accessibility to library buildings by handicapped users has become an important concern in Ohio and throughout the nation. More than 600,000 Ohioans are handicapped by barriers built by man, according to the Governor's Committee on Employment of the Handicapped, and many library buildings are among those structures inaccessible to these citizens.

Both the Federal and state of Ohio governments have recently passed legislation aimed at improving the accessibility of libraries and many other types of buildings:

> Section 504 of the Rehabilitation Act of 1973 (PL 93-112) states that "No otherwise qualified handicapped individual in the United States... shall solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."
>
> Regulations issued in 1977 by the Department of Health, Education and Welfare, which administers funds authorized by such legislation as the Library Services and Construction Act (LSCA), the Higher Education Act (HEA) and the Elementary and Secondary Education Act (ESEA), provide that programs funded either directly or indirectly by these acts must be accessible to handicapped persons".
>
> Section 3781.111 of the Ohio Revised Code states that all public buildings and facilities must "facilitate the reasonable access and use by all handicapped persons." ("Public building" is defined as any building owned by the state or any political subdivision which is open to and used by the public.)

Most library buildings constructed since 1970 have been consciously planned for ease of access by the physically handicapped user. Many older buildings, however, are either partially or totally inaccessible, and these must somehow be adapted to meet the new government requirements. While in some cases actual structural changes will be necessary, adaptations which make programs and services available to handicapped persons may often be an alternative. Each public library in Ohio needs to develop a plan for assuring accessibility and then move toward implementation of this plan. School, academic and special libraries should be included in any comprehensive plans drawn up by their parent institutions.

While assurance of a building's accessibility to handicapped users is an extremely important factor, it is only one of several components that must go into the design of a modern library structure. A close involvement by librarians in the overall planning of a library building has become a virtual necessity.

"Today we have a very special group within the library profession assisting in design of the modern strucure," states Schell. "Architects depend upon a Library Building Program Statement from which they design the architectural floor plan."

The Library Building Program Statement, which includes instructions and suggestions to the professional architectural designer, consists of four elements:

1. The philosophy, aims and goals of the institution and how the library assists in carrying out these objectives;
2. A broad, general program in which comfort, flexibility of use, and "summary of space needs" is given;

3. Specific description of various functions or areas within the planned building; and
4. Descriptions of specific considerations: plumbing, electrical needs, air conditioning, provisions for the handicapped, graphics, etc.

"To design the library of the future, you don't necessarily go just to librarians," says Schell. "They're included, of course. But you must seek out the engineers, computer consultants, technicians, and designers who'll know — or who can predict — what will be 'in' at some time in the future."

While future library buildings will reflect changing patterns of service, new programs and technological innovations in their structural design, librarians and other staff will at the same time be confronted with a need to continually adapt to new ideas and concepts. Already, the automation of library services has brought about changes in traditional library procedures to increase efficiency and improve service to users. This has often necessitated a reassessment of long held attitudes. The librarian of the 1980s and beyond will have to be active, alert and adaptive, constantly keeping in mind that the only reason for any library procedure or policy, ultimately, is to assure better service to the user.

Chapter VI

The Governing Policies and Financing of Ohio Libraries

An understanding of the governing policies and the sources of funding of Ohio libraries is essential to determine future action and who should carry primary responsibility for implementing this action.

Ohio Libraries

Type of library	Whom does it (primarily) serve?	Who is responsible for broad governing policies?	What is its primary source of funds?
Academic Libraries	Students, faculty, and other staff of postsecondary institutions	State Board of Regents and institution's board of trustees in public supported institutions; governing bodies vary in privately supported institutions	State universities and two year colleges funded by General Assembly, private universities funded by parent institution.
Institution Libraries	Persons confined to residential institutions such as mental health and correctional facilities; staff of institutions	State institutions are the responsibility of the Ohio Department of Mental Health and Retardation, the Ohio Department of Rehabilitation and Correction and the Ohio Youth Commission. Each county also has residential institutions that are locally governed and funded.	State institutions funded by General Assembly
Public Libraries	All persons in legally designated service area	Board of trustees appointed by local officials. There are six types of public libraries currently organized in Ohio; the Ohio Revised Code specifies who appoints the trustees in each type of library	Tax on intangibles (tax and bonds) that is collected and allocated on a county-wide basis. Some libraries also receive funds from voted levies, contracts, revenue sharing, state aid, federal grants
School Media Centers	Students, faculty, and administrators of public and nonpublic elementary and secondary schools	State and local boards of education	State and local school funds
Special Libraries	Private organizations, such as corporations and associations; publicly supported government agencies	Institution of which the library is a part	Funded by parent institution
The State Library of Ohio	State government personnel. Ohio libraries	State Library Board, a 5-member board appointed by the State of Education	General Assembly appropriations, supplemented by federal grants

Funding can be understood by looking at the actual dollars spent. The following statistics are from the Ohio Directory of Libraries (1974, 1975, 1976, and 1977).

SUMMARY OF OHIO LIBRARY STATISTICS - 1974

Type of Library	Number	Total Volumes	Number Volumes Added '72	Total Staff	Total Professionals	Expenditures Total Operating	Salary	%	Materials	%
Public Libraries	250	26,899,306	1,422,712	5,099	1,012	$59,054,181	$33,033,411	55.9	$9,131,182	15.4
Public School Library/Media Centers	1,828[a]	21,939,048			1,918[b]	35,639,741[a]	18,718,179[a]	52.5	11,939,731[a]	33.5
Libraries in Post Secondary Educational Institutions	115	17,430,308	886,208	1,872	741	32,704,872	14,486,349	44.3	9,734,333	29.8
Institutions	44	249,857	21,238	37	7	363,773[c]	265,940[c]	73.1	73,223[c]	20.1
Special	123[d]	2,567,404	56,251	320	110	3,235,941[e]	1,845,808[e]	57.0	966,675[e]	29.9
The State Library[f]	1	1,214,470[g]	34,395	145	30	1,933,395[h]	1,377,828	71.3	261,934	13.5
TOTALS	2,361	70,300,393	2,420,804[i]	7,473	3,818	$132,931,903	$69,727,515	52.5	$32,107,078	24.2

a. Total number of school library media centers and total volumes are estimates for elementary and secondary schools; fiscal data are for secondary school library media centers only.
b. Professionals are those persons certified by the State Department of Education as librarian or media specialist.
c. Fiscal data are based upon reports from 26 libraries for fiscal year 1974.
d. Represents a drop from 1973 because listings and data in the 1975 DIRECTORY are based upon reports filed in response to current questionnaire; no listings were automatically carried forward from previous years; the American Library Directory, 29th Edition (R.R. Bowker Co.), lists 315 special libraries in Ohio.
e. Fiscal data are based upon reports from 38 libraries.
f. Statistics are based upon fiscal year 1974.
g. Includes field unit holdings which are not included in book stock holdings reported on page 103.
h. Includes Library Development and functions other than library operation.
i. Data for school library media centers are not available.

SUMMARY OF OHIO LIBRARY STATISTICS - 1975

Type of Library	Number	Total Volumes	Number Volumes Added-'75	Total Staff	Total Professionals	Expenditures				
						Total Operating	Salary	%	Materials	%
Public Libraries	250[a]	27,635,085	1,547,741	5,109	1,017	$65,991,167	$35,636,076	54.0	$10,645,223	16.1
Public School Library/Media Centers	4,541[b]	31,402,528			1,942[c]	36,911,537[d]	[d]	[d]	21,181,250	57.4
Libraries in Post Secondary Educational Institutions	120	18,426,417	884,244	1,904	766	37,439,681	17,890,908	47.8	10,977,412	29.3
Institutions	43	222,032	19,993	45	7	611,978	458,548	74.9	139,223	22.7
Special	144	3,107,994	70,781	466	160	7,231,33[e]	3,765,785[e]	52.1	2,228,546[e]	30.8
The State Library[f]	1	1,234,557[g]	32,128	143	32	2,121,616[h]	1,505,623	71.0	224,859	10.6
TOTALS	5,099	82,028,613	2,554,887[i]	7,667	3,924	$150,307,314[d]	$59,256,940[d]	52.3[j]	$45,396,513	30.2

a. Includes the Jackson Township Public Library, Campbellstown, Ohio, which closed June 30, 1975.
b. Represents the number of library media centers for which a space allocation was reported by school principals. For comparison, see page 98 of the *Ohio Directory of Libraries* 1974.
c. Professionals are those persons certified by the State Department of Education as librarian or media specialist.
d. Salary expenditures for public school library/media centers for 1974-75 are unavailable.
e. Fiscal data are based upon reports from 82 libraries.
f. Statistics are based upon fiscal year 1975.
g. Includes field unit holdings which are not included in book stock holdings reported on page 104.
h. Includes Library Development and functions other than library operation.
i. Data for school library/media centers are not available.
j. The "total operating" for public school library/media centers was not used in calculating this percentage.

SUMMARY OF OHIO LIBRARY STATISTICS - 1976

Type of Library	Number	Total Volumes	Number Volumes Added-'76	Total Staff	Total Professionals	Expenditures				
						Total Operating	Salary	%	Materials	%
Public Libraries	249	28,245,890	1,516,862	5,131	1,071	$75,933,511	$41,035,532	54.0	$12,374,775	16.3
Public School Library/Media Centers	2,523[a]	25,573,682	4,506,520		1,955[b]	25,677,089	[c]	[c]	19,899,542	77.5
Libraries in Post Secondary Educational Institutions	122[d]	19,181,804	864,832	2,033	781	43,654,600	23,392,6[illegible]	53.6	11,931,133	27.3
Institutions	42	236,426	35,531	42	10	633,252	402,648	63.6	203,672	32.2
Special	144[e]	2,756,750	63,586	701	182	6,349,440[f]	3,115,078	49.1	2,363,865	37.2
The State Library[g]	1	1,198,905[h]	29,517	150[i]	32	2,388,890[j]	1,728,861	72.4	267,952	11.2
TOTALS	3,081	77,193,457	7,016,848	8,057	4,031	$154,636,782	$69,674,812	54.4[k]	47,040,939	30.4

a. Represents the number of library media centers with a space allocation of 900 square feet or more in publicly supported elementary and secondary schools.
b. Professionals are those persons certified by the State Department of Education as librarian or media specialist.
c. Salary expenditures for public school library media centers for 1975-76 are unavailable.
d. Includes 4 year, 2 year branch campuses and technical colleges.
e. Special libraries having a minimum of one full-time staff member are listed in the 1977 Ohio Directory of Libraries.
f. Fiscal data are based upon reports from 81 libraries.
g. Statistics are based upon fiscal year 1976.
h. Includes field unit holdings which are not included in bookstock holdings reported on page 104.
i. Includes twelve persons whose salaries are paid through federally funded programs.
j. Includes Library Development and functions other than library operation.
k. The "total operating" for public school library media centers was not used in calculating this percentage.

SUMMARY OF OHIO LIBRARY STATISTICS — 1977

Type of Library	Number	Total Volumes	Number Volumes Added-'77	Total Staff	Total Professionals	Expenditures				
						Total Operating	Salary	%	Materials	%
Public Libraries	249	28,977,555	1,631,380	5,127	1,095	$81,190,426	$43,895,747	54.0	$13,124,394	16.1
School Library/ Media Centers	2,634[a]	29,735,819	2,453,031		2,921[b]	27,413,249	c	c	21,057,840	76.8
Libraries in Post Secondary Educational Institutions	132	20,416,049	892,578	2,107	829	48,138,673	25,410,234	52.8	13,923,376	28.9
Institutions	30[d]	210,934	12,903	43	11	557,330	376,865	67.6	126,099	22.6
Special	120[e]	1,475,926	41,371	442	220	5,619,421[f]	2,816,768	50.1	2,098,451	37.3
The State Library[g]	1	1,559,603[h]	21,768	141[i]	33	2,503,852[j]	1,761,438	70.3	246,350	9.8
TOTALS	3,166	82,375,886	5,053,031	7,860	5,109	$165,422,951	$74,261,052	44.8[k]	50,576,510	30.5

a. Represents the number of library media centers with a space allocation of 900 square feet or more in publicly supported elementary and secondary schools.
b. Professionals are those persons certificated by the State Department of Education as librarian or media specialist.
c. Salary expenditures for school library media center for 1976-77 are unavailable.
d. Includes 4 year, 2 year branch campuses and technical colleges.
e. Special libraries having a minimum of one full-time staff member are listed in the 1978 Ohio Directory of Libraries.
f. Fiscal data are based upon reports from 73 libraries.
g. Statistics are based upon fiscal year 1977.
h. Includes field unit holdings which are not included in bookstock holdings reported on page.
i. Includes thirteen persons whose salaries are paid through federally funded programs.
j. Includes Library Development and functions other than library operation.
k. The "total operating" for school library media centers was not used in calculating this percentage.

The National Inventory and Ohio Libraries

While these charts show an increase in the actual dollars spent on library and information services, a national inventory undertaken in 1975 by the National Commission on Libraries and Information Science points out that the following gaps exist in essential resources in Ohio's libraries. The gaps result in insufficient staff, collections, space to provide service, and hours of service. Notable gaps in Ohio library resource includes:

1. Professional staff -- Ohio has 71 percent of the professional staff needed for academic libraries; public libraries have 85 percent of the professional staff needed; and school media centers meet only 22 percent of the indicated need for professional staff.
2. Support staff -- Academic libraries in Ohio have 70 percent of the support staff needed; public libraries have 55 percent of the indicated need, and schools have only 14 percent of the indicated need.
3. Collections -- Academic libraries have 90 percent of the minimum indicated need; Ohio's public libraries met 67 percent of the print needs and 38 percent of the nonprint needs; and school library/media centers held only 27 percent of the print needs and had only 14 percent of the nonprint materials needed.
4. Space needs -- Space needs for academic libraries were estimated at an additional 1.3 million square feet. Public libraries with only one service outlet showed no space shortage although others were short by 2.6 million square feet.

The space shortage in Ohio schools for library/media service was 61 percent.

5. Hours of service -- Only 4 percent of Ohio's college students are served by libraries open less than minimum standard of 60 hours per week. 73 percent of the State's population is served by public libraries open less than the indicated need. Only 16 percent of the elementary and high school students are served by library/media centers open less than the standard of 30 hours per week.

6. Operating expenditures -- An estimated 88 percent of all Ohio students were served by "under-supported" libraries. Public library expenditures were 52 percent of the indicated need. Ohio schools met only 7 percent of needed expenditures.

Institution and special libraries were excluded from the 1975 national inventory.

If these gaps are to be filled, additional funding will be necessary, as well as some possible reallocation of funds currently available. Since each type of library receives its funding from a different primary source, each must be looked at individually.

Academic Library Funding

Libraries in state-supported universities and two-year colleges receive funds from the parent institution (following an appropriation to the Ohio Board of Regents from the General Assembly). Additional funds are available through tuitions, endowments and other sources. Support for libraries in private colleges comes from the parent institutions, fees for tuition, and endowments. This includes funds not only for operating expenses but also for capital improvements.

University libraries are also eligible for Higher Education Act Title II-A funding from the Office of Education, Office of Library and Learning Resources. In 1977, 23 colleges and universities in Ohio received $88,665 from this source. One university library received $35,000 from the National Endowment for the Humanities.

Institution Library Funding

Institution libraries receive their funds from the budget of the institution of which the library is a part. If the institution is a state facility, the funding comes from the General Assembly. Funds from the Inmate and Educational account of the institution also support these libraries, as well as federal Library Services and Construction Act funds from The State Library of Ohio. In 1977 $151,953 in LSCA funds were used to support institution library services. Institutions supported at the county and city level may utilize budgeted funds to support a library; some local public libraries also provide these services.

Public Library Funding

Public libraries in Ohio are supported by a tax levied on intangible personal property. This is a county tax levied on investment deposits and dividends from stocks. Intangible personal property is taxed in two different ways. One tax is collected by the state and returned to the county of origin for use by local governments. The other tax, collected by the county, is the tax from which public libraries secure their support. This is called the "local situs" intangibles tax. It is levied on intangible property listed on the classified tax list in the county auditor's office and the duplicate in the county treasurer's office. Allocation of this tax is then made by the county budget commission, composed of the county auditor, the county treasurer and the prosecuting

attorney. The commission estimates the tax collection for the coming year and then allocates funds to libraries on the basis of need as presented in their budget requests. Funds not allocated to libraries are returned to the general operating fund of the political subdivisions from which they were collected in direct proportion to their collection. In 1977, libraries in 64 counties in Ohio received 100 percent of the intangibles tax.

An increasing number of public libraries are finding that the intangibles tax is not sufficient to carry on their planned program of library services, and have gone to the voters of the political subdivision for a voted property tax levy. Twenty-two public libraries now receive funds from voted levies. In 1977, income from these levies totaled $13,249,068, or approximately 15 percent of the total tax income ($86,619,160).

Public libraries were specifically named as a priority for funds available under the State and Local Fiscal Assistance Act of 1972 (revenue sharing funds). These funds are paid by the U.S. Treasury directly to county, municipal, and township governments, and library boards must apply for such funds directly to the appropriate local governmental bodies. Statistics for 1977 are not yet available, but in 1976 35 public libraries requested $985,900 and were granted $307,071.

In the years from 1974 to 1976, the number of libraries receiving revenue sharing funds dropped from 50 to 35. Both the amounts requested and allocated were much lower; $3,327,885 was requested and $434,386 was allocated in 1974, and $622,236 requested and $300,950 allocated in 1976. In 1974 almost three-fourths of the revenue sharing funds received were for operating funds; in 1976 more than 50 percent of the funds were for capital expenditures.

Public libraries may also apply to the State Library for federal LSCA grants, and to the Economic Development Administration for Local Public Works funding for capital development. Local units of governments may also use Community Development funds from the Department of Housing and Urban Development for library facilities, but library boards themselves may not apply for this funding.

Special programs may be implemented by libraries who apply to the National Endowment for the Arts, the Ohio Arts Council, the National Endowment for the Humanities, the Ohio Program for the Humanities and the U.S. Office of Education. Libraries are encouraged to submit program applications; however, often the competition for these special programs is keen.

Public libraries receive other funds from contractual services and six receive state aid funds. (State Aid is explained more fully under The State Library of Ohio funding).

School Library/Media Center Funding

School library/media centers are funded primarily by the local boards of education, from property tax collections. Funds are also distributed to the district by the Ohio State Department of Education from General Assembly appropriations under the School Foundation Program and the Disadvantaged Pupil Placement Fund. Statistics are not available to document the impact of these funds on the library program since none are specifically earmarked for library services.

Through the Elementary and Secondary Education Act federal funds have made a significant impact upon school library programs. Since 1970, approximately $54 million has been spent on library materials and services in Ohio.

Special Libraries Funding

Special libraries are funded by the parent organization. Statistics on funds spent for special libraries are inconclusive. Many of the libraries report funding categories as confidential because of the competitive nature of the parent organization.

The State Library of Ohio receives its primary funding from the Ohio General Assembly. Other funds are received from contracts for bookmobile service and the processing of materials for other libraries.

The State Library also receives federal funding annually from the Library Services and Construction Act (LSCA). The following table illustrates the amount of money available from general revenue and receipts from services in the fiscal (July through June) years of 1977 and 1978.

Fiscal Year	General Revenue Appropriations	Receipts from Services	Totals
1977	2,551,455	318,739	2,870,194
1978	2,813,415	382,828	3,196,243

These funds are used for the operation of the State Library and state aid to public libraries in Ohio.

State aid was established in Ohio in 1935. The State Library Board has the responsibility for establishing the rules for state aid. Since 1971, state aid has been utilized for five purposes:

1. Basic state aid is granted to those public libraries which provide a county-wide service and is based upon the per capita intangibles tax income of libraries in the county and the percentage of such collection allocated for library purposes in the county.

2. The ALSO program. An ALSO is an Area Library Service Organization in which a group of libraries join together, with a joint board, to provide better services than any one library could offer alone. Following the passage of 1969 legislation, the State Library Board adopted rules for Area Library Service Organizations and made the decision to "redirect basic state aid funds" to make possible the establishment of the first ALSO in July, 1973. State funding has not been available to charter any additional ALSO's since that time. ALSO rules specify that no additional ALSO's can be chartered unless the first ALSO receives at least 75 percent of the funds it is eligible to receive.

3. Service to the blind and physically handicapped. Since 1959 the State Library has used state aid funds to reimburse the regional libraries in Cleveland and Cincinnati for the statewide service these libraries provide to the state's blind and physically handicapped readers. The present rate of reimbursement is $25,000 per year plus $18.00 per out-of-county reader served.

4. Interlibrary Loan - Since 1954 the State Library has reimbursed public libraries who loan more books than they borrow from other libraries. The current rate of reimbursement is $3.00 per book.

The following table illustrates the funds from the State Library budget expended for State Aid for 1977 and 1978.

State Aid

Fiscal Year	Basic	ALSO	Blind & Physically Handicapped	Interlibrary Loan	Total
1977	40,572	300,929	280,081	16,677	638,259
1978	35,560	341,711	398,881	19,758	795,910

The federal Library Services and Construction Act (LSCA) funds provided to Ohio are intended to improve service in public libraries (Title I), provide for the construction of public library buildings (Title II) and provide for interlibrary cooperation (Title III). In order to receive these funds the State Library must present to the Office of Education an annual program statement as to how these funds will be spent. Once this statement is approved Ohio receives a base grant, plus that proportion of the remaining funds in a direct ratio of the population of Ohio as compared to the national population.

In 1977 and 1978 the following LSCA funds were received.

LSCA Receipts

Fiscal Year	Title I	Title II	Title III	Total
1977	3,052,723	- 0 -	100,921	3,169,551
1978	2,496,066	- 0 -	99,856	2,595,922

LSCA funds are used for grants to libraries for special programs, demonstration projects, multicounty cooperative programs, services to institutions, services to blind and physically handicapped patrons, interlibrary cooperation, workshops and projects administered by the State Library.

In 1971 $960,876 of the LSCA allocation of $2,445,281 was spent for projects administered by the State Library, or 39.3 percent of the funds. In 1978, only $299,437 of $2,595,922 (or 11.5 percent) was spent for this purpose. This percent decreased as the amount for state funds described earlier increased.

Overview

A combination of local, state and national funds has been critical to the growth and development of Ohio libraries. A situation similar to Proposition 13 in California at any level of government would have serious effects upon Ohio library services. Citizens have a special challenge to develop recommendations which relate services and dollars so that the maximum benefits will be evident to both citizens as voters and to legislators.